



Model Lesson Plan

Social Studies

Grade 3 - Topic 6 - Stereotypes

Stage 1 - Desired Results

Established Goals:

- Define “stereotype” and state several examples—in school, community life, and in the literature they read. (GLE 3.2.2) Note: By Grade 4 students will be expected to routinely give such examples, especially as these relate to MT Indians.
- Describe how cultures...of people...form the base upon which decisions are made. (GLE 3.4.1)
- Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (Review of GLE 3.2.1)

Understandings:

- Students will understand that stereotypes are generalizations, assumptions, or ideas held by one group about another. (GLE 3.2.2)
- Students will understand that stereotypes are ideas, assumptions, and generalizations that people make about the characteristics of all members of a group. (GLE 3.2.2)
- Stereotypes often lead to misperceptions about a group or individual (cookie cutter misperception). (GLE 3.2.2)
- Everyone has a culture. It helps to shape how we see the world, ourselves, and others. (GLE 3.4.1)
- You need to understand your own culture in order to begin to understand someone else’s culture. (GLE 3.4.1)
- We can also differ from one another in other ways—for example, our abilities and our personality. These all need to be taken into consideration when we look at another person’s culture and point of view. (GLE 3.4.1)

Essential Questions:

- What does the word stereotype mean?
- How are culture and stereotype related?
- How does my culture influence my interpretation of a stereotype?
- Is our classroom an example of a stereotype? What are our common characteristics?
- Why is it important to understand culture, groups, and stereotypes?

Students will know...

- Negative impacts of stereotyping regarding American Indian people.

Students will be able to...

- Tell why we could have a misconception about someone’s culture or group; this misconception can cause us to stereotype that person and their culture.
- Tell why beliefs and ideas can vary from person to person. Sometimes we misunderstand someone because we don’t know their ideas and we know little about their culture.
- Tell why it helps to know about your own culture when you are attempting to understand another person’s culture.

Stage 2 - Assessment Evidence

Performance Tasks:

- Take an active part in all learning activities and the discussion of the Essential Questions.
- Define stereotype and give an example appropriate to the lesson.
- Know what to do to prevent stereotyping someone.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussion and keep it on track.
- E= Teachers guide the activities carefully (SEE BELOW).
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students write or tell their definitions of cookie cutter and stereotyping.



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in 2-3 class periods (about 25-30 minutes each); this should keep student engagement and learning high.

COOKIE CUTTER

- Ask students why they think that “cookie cutter” is one of their vocabulary concepts in this lesson?
- What is your first thought when you hear the word cookie cutter? What are cookie cutters most often used for? When are they used? Have you used a cookie cutter? What happens when you use a cookie cutter? Why do you use a cookie cutter?
- Hopefully students will understand that a cookie cutter is used to make something alike over and over.
- NOW ask students what the words cookie cutter and grouping/stereotyping have in common? (This activity must follow the first activity on grouping and previous lessons/discussions on grouping.)
- Ask students if there are “cookie cutter” people? Can they think of people or groups of people that have like characteristics to the degree that they could be considered “cookie cutter” people—or those who seem to be cut from the same mold.
- Are all characteristics of “cookie cutter” people alike? Bring about the understanding that even though people are alike in many ways, they still have their own unique differences. People who are grouped by likeness, but still have their unique differences are often stereotyped by that which makes them alike.
- Once you are certain that students understand “stereotype”, close by reconnecting to cookies made with a cookie cutter. Even though they are cut from the same mold, no two cookies are exactly alike.
- Can they think of people who are stereotyped? (ie: teachers—what are the stereotype characteristics of teachers, Italian cooks, doctors, etc.)

“GROUPING BY EYE”

- Review the lesson goals and ideas with your students, asking them to tell what they learned in “Cookie Cutter”.
- This “Grouping By Eye” activity introduces new vocabulary/concepts; review your discipline plan and consequences with your students, and remind students that although they will be moving around, their movement needs to be purposeful and silent (no speaking).
- For this activity all students need to be standing initially in ONE LARGE GROUP.
- Students should be instructed not to talk or use any cue.
- ASK STUDENTS TO GROUP themselves BY A VISUAL SIMILARITY, simplify by telling them “by something you can see”. You may need to give one example—grouping by eye color, or grouping by color of shoes or clothing. Tell students they should mentally record the visual similarity by which they grouped themselves, keeping it in mind to write down when they are back at their seats.
- Observe how student move about to find where they fit. Give students a set time of about three minutes. There is no limit to the number of groups a student may join.
- After the three minute time period has lapsed, have students sit and write down the groups they joined (by the visual similarity they were using). Allow 2 minutes or so.
- The teacher should lead the following discussion with students.
- How and why did they group themselves in the way that they did? What visual similarities were used? What differences were there, even when many students grouped by the same visual similarities? How and why did this happen? Allow discussion to proceed until you know that students understand that we group ourselves by likenesses but within our groups we still have differences.
- Emphasize the review vocabulary and integrate new vocabulary as activity discussion progresses. Throughout the activity the teacher should be recording types of groups on roll paper or board—this aids students in closure of main ideas.

Vocabulary:

- New: stereotype, groups, generalization, assumption, cookie-cutter
- Review: culture, misunderstanding, differences, conflict.